

OPINIONS OF PRIMARY SCHOOL STUDENTS ABOUT SCHOOL GUIDANCE AND COUNSELING SERVICES AND THE LEVEL OF UTILIZATION

Selin ÇETİN,

Master's Student,

Sakarya University, The Institute of Educational Sciences

slnctn@hotmail.com

Assoc. Prof. Dr. Ahmet ESKİCUMALI

Sakarya University, Faculty of Education,

The Department of Educational Sciences

ecumali@sakarya.edu.tr

ABSTRACT The purpose of this research is to evaluate the school guidance and counseling services with different variables in accordance with primary school children who are between 7-10 ages and to determine the level of utilization. One hundred students who are 2nd, 3rd, and 4th class in Kocaeli, Çayirova participated to study. According to the results of the study, 62% of the students stated the school counselor's duty as running seminary, %38 of the students stated as listening and solving the problems. While most of the students state that everybody can benefit from the guidance and counselling service, there are also some students who say that only problematic students can benefit from it. When the applications are analyzed, mostly parents applied, then the teachers and students are applied respectively. The reasons of the applications; it is seen that while the reason of the parents's application is mostly domestic problems, the reason of the teachers' application is academic failure. When the expectations of the students are taken into consideration, it is seen that all students' utilization of the guidance and counseling services and running more seminary.

Key Words: guidance and psychological counseling primary, school

INTRODUCTION

In our era, according to a large majority of the educators, the most important, effective and common innovation that was brought by the last half century is the entry of the activities that is determined as Guidance and Psychological Counseling in the schools. Briefly, guidance and counseling is composed of educational, sociological, and psychological services for learning and the learner development as a whole. (Özoğlu, 2007)

Bakırcıoğlu(2003) describes the guidance as a regular process of helping that is carried out by the experts for the recognition the possibilities around, development the potentialities, solving the problems and self realization of an individual.

Guidance and psychological counseling in education means a support for choosing the appropriate course in accordance with the students' own need and interests, achieving academic superiority, taking advantage of maximum benefits and activities of an enterprise resources, gaining the appropriate study habits and participating the class and extracurricular activities in a satisfactory way. (Barki & Mukhopadhyay, 2008)

Although guidance and psychological counseling services have taken part in Turkey more than 50 years, they have started to be in the public eye since 21th century properly and so effectiveness and efficiency have been greatly increased. Although the guidance and psychological counseling services are more active in schools in our day, they can provide service in Industry, Justice and Health Institutions.

Guidance and psychological counseling services primarily started to conduct in high schools and then after going into operation the continuous education in 1997, this service is also included in primary schools.

But the guidance and psychological counseling services in primary schools are conducted more in middle school level rather than elementary school level. The number of school counselors working in primary school increased in the last 2 years with the entry into effect of the 4+4+4 education system in 2012. Because this increase occurs in recent years, parents, even teachers and administrators in the primary schools don't know the school counselor's functions, duties and under what circumstances they should contact.

Research and studies about the adequacy of the works in guidance and psychological counseling services show increase with understanding the importance of the guidance and psychological counseling services in schools. Despite there are many studies and researches about the school counselors in middle and high schools because of the exams in 8th grade and 12th grade, the studies and researches about the school counselors in primary schools are negligible. Due to the fact that the education system in Turkey is exam-oriented, many school counselors in primary schools are not considered necessary by the administrators in their schools. So this condition can be reflected indirectly on parents and the students.

Kuzgun(2013) explains the reasons of the importance of the guidance and psychological counseling services in primary schools as can be seen below.

- Values, attitudes and habits such as personality traits are gained at an early age, undesirables are altered in the future with great difficulty. Therefore personality education should start at an early age.
- Primary education is an educational level that is seen individual differences between the students of in many ways. In order to be adapted to the individual requirements of teaching, the characteristic of the students should be examined in a systematic way.
- After graduating from primary school, the individuals who have problems with options about academic education, vocational education or working directly should be provided to help for decision.

This study is regarded as significant in regard to evaluate the guidance and psychological counseling services in primary schools with the views the students. As a result of the reserach findings, ; Views and attitudes of the primary school students about the guidance services' duties will be revealed, which areas they benefit from the guidance and counseling services will be determined and this study will shed light on the anyone who work in the primary school level by examining the shortcomings of guidance services in primary schools. At the same time, this study will also shed light on new researches that will done about guidance and psychological counseling services at the primary school level.

The Purpose of Research

The purpose of this research is to evaluate the guidance and psychological counseling services with the views of the primary school children who are between 7- 10 ages in accordance with different variables and to determine the levels of benefits. This analysis of this research will adress these objectives.

- to determine the primary school children's perceptions of the school
- to determine the gender of the students who benefit from the school guidance and counseling.
- to determine distribution of manner of application to the guidance and psychological counseling service
- to figure out the deficiency of the school guidance and counseling services in the eyes of the primary school children.

METHODOLOGY

RESEARCH MODEL

This research configured using qualitative research methods and techniques. Yıldırım ve Şimşek(2006) expresses the qualitative research method as a qualitative process in which qualitative data collection methods such as observation, interview and document analysis are used.

It is purposed that the determining the perceptions of the primary school students towards guidance and psychological counseling services and the level of benefit from this service. In accordance with this purpose, the answers from the students were analyzed with descriptive analysis methods. The themes were developed from the answers of the students and the datas were interpreted.

PARTICIPANTS

Participants consisted of students in second, third and fourth grades from the public schools in 2014-2015. For practicality, purposes convenient sampling method was used. One hundred students from the primary schools that have guidance and psychological counseling service were involved. Because of the inability of expressing themselves and the duration of benefiting from guidance and psychological counseling, the first grade students and the students who have mental retardation did not include in this research.

INSTRUMENT

A semi-structured interview schedule developed in order to get the required data from the participants and the students were interwieved one to one.

DATA COLLECTION AND ANALYSIS

The students in research is interviewed between February and April in 2015. Before the interview, the purpose of the study, the content, the confidentiality and the process of the interview are explained to the students by the researcher. Guidance and psychological counseling service is used for the interview and the answers of the students are recorded in written. Each interviews is enumareted and each participants are encoded as K1,K2 etc. The duration of each interview is about 15-20 minutes. When the students did not want to answer the questions, these students were not included. The same questions in the interview form were asked to all students. If the students struggled for answering a question, the question was asked again with different words and explanations.

To analyze the data collection, descriptive analysis were conducted. Descriptive analysis is a type of qualitative data analysis including summary and interpretation of the data according to predetermined themes that have been obtained by various data collection techniques. In this research, researchers often quote directly the views of the individuals in order to reflect strikingly. (Özdemir,2010)

After the interviews, the written datas were tabulated in appropriate with the purpose of the resarch and the common categories were determined. Although each category is expressed in percentages, these percentages can not be used to make statistical comparisons as in quantitative research. The purpose of percentages in this research is to sequence and to give an idea in terms of the features of quantitative research.

The datas were organized in tables. Interwieved students were coded by beginning from K1 to K100. The quotations of the students' views were used for interpreting the datas.

RESULTS

The findings obtained in this study, are presented in tables in such a way as to explain the purpose of the research and then, the description is made. Before the findings of the interview results, personal information of the students is given.

NUMERICAL VALUES ABOUT THE STUDENTS IN RESEARCH GROUP

The demographic information and the percentile of the students participating the research is shown in Table 1.

Table 1: The numerical value of the students who interviewed

		2TH CLASS	3RD CLASS	4TH CLASS	TOTAL	PERCENTAGE
		n1	n2	n3	N	
GENDER	Boy	13	21	16	50	50
	Girl	10	15	25	50	50
	TOTAL	23	36	41	100	100

As shown in Table 1, 50 % of the participants are girls and 50% of the participants are boys. 23 students from second grade, 36 students from third grade and 41 students from fourth grade took part in the research.

THE PERCEPTIONS OF THE PRIMARY SCHOOL CHILDREN ABOUT THE DUTIES OF THE SCHOOL COUNSELOR.

The students' perceptions about the duties of the school counselor is shown in Table 2.

Table 2: the perception of the students about the school counselor’s duties.

CATEGORIES	STUDENTS WHO ARE INCLUDED IN THE CATEGORY	PERCENTAGE
Running Seminary	K5,K6,K7,K8,K9,K10,K13,K14,K15,K17,K19,K21,K22,K26,K27,K29,K31,K32,K33,K34,K35, K41,K43,,K45,K47,K49,K51,K52,K55,K57,K58,K59,K60,K64,K65,K67,K68,K69,K70,K71,K73,K74 ,K75, K76,K77,K78,K79,K80,K81,K85, K87,K88,K89,K90,K91,K92, K93, K94,K95,K96,K97,K100	62
Listening problems, solving problems and counseling with students.	K3,K4,K9,K16,K17,K18,K19,K24,K25,K28,K32, K36,K38,K43,K46,K48,K49,K51,K52,K57,K60,K63,K64,K68,K69,K70,K74,K75,K78,K80,K88,K90 , K95,K96,K97,K98,	36
Guidance and psychological counseling with families	K17,K20,K50,K52,K55,K56,K59,K60,K61,K62,K64,K66,K68,K73,K75,K76,K77,K79,K80,K83,K84 , K85,K86,K87,K89,K92,K94,K99,K100	29
Preparing The Study Program	K11,K17,K20,K31,K37,K39,K42, K43,K44,K49,K52,K54,K56,K57,K61,K65,K76,K83,K91,K93	20
Smoothing The Students and Making Them Happy.	K6,K8,K24,K30,K36,K38,K43,K47,K63,K69,K74, K81, K84,K85,K86,K90,K92,K95	18
Removing The Tensions Between Students.	K1,K3,K5,K6,K8,K10,K11,K14,K27,K29,K30, K55,K73,K77,K79,K87,K94	17
Preparing The Panel.	K18,K29, K82,K84,K86,K88,K89,K90,K93,	9
Conducting Test	K48,K50,K51,K60,K64,K70,K87,	7
Supporting The Unsuccessful Students	K11,K35, K71,K76,K91,K93	6
Providing The Adaptation of The First Class Students.	K1, K21	2

All the students were asked that what you think about the school counselor’s work.

62% of the students answered this question as running seminary. The second grade students, K94, who participated the research said that;

“our school counselor comes to the class, she gives information about our private space and what we should do if we are so angry to our friends and shows some pictures and movies from projection.”

36% of the students gave answer as listening problems, solving problems and counseling with students. The fourth grade student, K46, answered that;

“She makes me think different about my problems. We try to find different solutions form my problems. “

29% of the students answered as guidance and psychological counseling with families. While the third grade student, K20, expressed that; *“She talks with us, then she calls our father and mother and she explains how they should behave us truly.”*, the fourth grade student, K68, said that ; *“ She runs also seminary for our family as running us. She advices them about being true and good family.”*

20% of the students answered as preparing the study program. The second grade student, K91, mentioned that;

“if children don’t understand the lessons or children don’t want to study, she prepares a program which consists lessons and times. When children follow this program, they paint the clocks which is on the study program.”

18% of the students mentioned about the role of school counselor as smooting the students and making them happy. The third grade student, K8, said that;

“she brings the children who are angry and fight with their friends to her room, she gives chance them to think about their mistakes and then children become calm.”

17 % of the students answered as removing the tensions between students. The second grade student,K79, said that;

“when we have a fight with a friend, , she gives an aggrement to us. We sign this paper and we become friend again.”

The other answers about the role of the school counselor are preparing the panel, conducting test, supporting the unsuccessfull students and providing the adaptation of the first grade students. The quotations from the students about the school counselor’s roles;

“school counselor prepares the panel. There are some topics on this panel such as hygiene, friendship and addiction. We read them in our spare time.”(K93)

“Our school counselor conducts tests and survey in our class. She evaluates them and shares with us.”(K48)

“ School counselor sends for the unlettered, study with them. Some of them learn some of them don’t. “(K35)

“ if a student does not want to come school, the school counselor struggles for adaptating this child. She makes a lot of funny activities in order to provide the adaptation.”(K21)

THE OPINIONS OF THE PRIMARY SCHOOL STUDENTS ABOUT WHO MIGHT BENEFIT FROM THE GUIDANCE AND PSYCHOLOGICAL COUNSELING

Students’ opinions on who might benefit from the guidance and psychological counseling are given in Table 3.

Table 3: The opinions of the primary school students about who might benefit from the guidance and psychological counseling.

CATEGORIES	STUDENTS WHO ARE INCLUDED IN THE CATEGORY	PERCENTAGE
Everyone	K1,K6,K10,K14,K18,K21,K23,K24,K25,K29,K32,K33,K36,K37,K40,K43,K46,K48,K50,K51,K52,K55,K60,K62,K64,K66,K68,K70,K74,K75,K77,K79,K80,K85,K87,K89,K92,K95,K96,K97,K98,	41
Just the problematic students.(the students who are crying, fighting etc..)	K3,K4,K7,K9,K11,K15,K19,K20,K22,K27,K34,K35,K38,K39,K41,K42,K53,K54,K57,K58,K63,K69,K71,K76,K78,K81,K82,K86, K90,K91,K94,K100.	32
The students who are referred by the teachers or the students who send for by the school counselor.	K5,K8,K12,K17,K30,K31,K35,K44,K47,K49,K59,K61,K65,K67,K73,K82,K83,K88,K93,K99.	20
No idea.	K2,K13,K28,K45,K84,	5

All the students shared their ideas about who benefit from the guidance and psychological counseling service. 41% of the students stated everyone's benefit. The second grade students, K89, said that;

" everyone can go to the guidance and psychological but firstly she/he must get permission from his/her teacher."

32% of the students answered as just the problematic students' benefit.. The third grade students,K38, mentioned that;

"the people who have problems can benefit. Why does a person go to the counseling service if there is no any problem? Nonsense."

The participants in this research who answer the students who are referred by the teachers or the students who send for by the school counselor can benefit from the counseling services are 20%. The fourth grade students, K99;

"All students can not go to the guidance and psychological counseling services. If either teacher of school counselor calls the student, he/she can go. Otherwise, it is unnecessary."

DISTRIBUTION OF MANNER OF APPLICATION TO THE GUIDANCE AND PSYCHOLOGICAL COUNSELING SERVICE

The applications' distribution of the students in this research who have been benefited from the guidance and psychological counseling services are given in Table 4.

Table 4: The distribution of the applications to the guidance and psychological counseling services.

MANNER OF APPLICATION	SINIF DÜZEYİ			YÜZDELİK
	2TH CLASS	3TH CLASS	4TH CLASS	
Parent Application	7	9	9	25
Student Application	2	5	10	17
Teacher Application	5	7	4	16
TOTAL	14	21	23	

58% of students in this research have benefited from counseling and guidance services at least once during their lives.

When it is analyzed in accordance with grade level, 5% of the second grade students were referred by teacher, 7% of the second grade students were referred by parent and 2% of the students applied themselves.

7% of the third grade students were referred by teacher, 9% of the students were referred by parent and 5% of the students applied themselves.

4% of the fourth grade students were referred by teacher, 9% of the students were referred by parent and the 10% of the students applied themselves.

As the total application is taken into consideration, %25 of the applications were from parent, 17% of the applications were from students and 16% of the applications were from teachers.

THE GENDER DISTRIBUTION OF THE APPLICATIONS TO THE PSYCHOLOGICAL COUNSELING AND GUIDANCE SERVICE

The gender distribution of the students who benefited from the guidance and psychological counseling service is shown in Table 5.

Table 5: Gender distribution of the applications to the psychological and guidance service.

GRADE GENDER	2TH GRADE	3RD GRADE	4TH GRADE	TOTAL
GIRL	8	12	15	35
BOY	6	9	8	23
TOTAL	14	21	23	58

58 % of the students in this research have benefited from the guidance and psychological service.

When it is analyzed in accordance with grade level, there are 14 students who have benefited from the guidance and psychological services in second grade. 8% of these students are girl and 6% of these students are boy.

There are 21 students who have benefited from the guidance and counseling service in third grade. 12% of these students were girl and 9% of these students were boy.

There are 23 students who have benefited from the guidance and counseling service in fourth grade. 15% of these students were girl. 8% of these students were boy.

THE REASONS OF THE TEACHERS' REFERING THE STUDENTS TO THE GUIDANCE AND PSYCHOLOGICAL COUNSEING SERVICES

It is seen that there are 16 students who were refered by their teachers in this research sample. The reasons of the refering these students are indicated in Table 6.

Table 6: The Reasons Of The Teachers' Refering The Students To The Guidance And Psychological Counseing Service

REASONS	THE NUMBER OF STUDENTS	PERCENTAGE
Academic Faiiure	6	%37
Insufficient Friendship	4	%25
Family Problems	3	%19
Test Anxiety	2	%13
Low Self-esteem	1	%6

The students who were refered by their teachers were consulted because of the academic failiure, insufficient friendship, family problems, test anxiety and low self-esteem in descending order.

Generally, the students who were refered because of the insufficient friendship, low-self esteem and test anxiety are not knowledgeable with the reason of their coming to the service. Otherwise, the students who were refered because of family problems and academic failiure are aware of these problems and some of these students stated that;

"...My teacher sent me to the school counselor in order to do a study programme. We designed a programme together. I sometimes go up to my school counselor."(K38)

"...I didn't want to talk with anybody after my father's death. My teacher wanted me to explain my school counselor. We talked and I started to keep a diary..."(K18)

"...My mother and father got divorced.. When I missed my father and I wanted to go to him, my teacher sent to the school counselor. My school counselor was listening to me and she was talking with my mother.(K84)

THE REASONS OF THE PARENTS’ REFERING THE STUDENTS TO THE GUIDANCE AND PSYCHOLOGICAL COUNSEING SERVICES.

It is seen that there are 25 students who were refered by their parents in this research sample. The reasons of refering these students are shown in Tablo 6.

Table 7: The Reasons Of The Parents’ Refering The Students To The Guidance And Psychological Counseing Services.

REASONS	THE NUMBER OF STUDENTS	PERCENTAGE
Family Problems	7	%28
Academic Failiure, Unwillingness to Study	6	%24
İnsufficent Friendship,	5	%20
Nail biting, thumbsicking etc.	5	%20
Low Selfesteem	2	%8

The students who were refered by their parents were consulted because of the family problems, academic failiure-unwillingness to study, insufficient friendship, nail biting etc, and low self-esteem in descending order.

While most students did not know that they were refered to the guidance and psychological counseling service by their parents, there are those who know this referral.

The fourth grade students K37, One of the students who know this referral, said that;

“I was not able to study in my home. My parent was yelling to me. However; I was doing many things instead of studying. Then my mother talked with the school counselor. My school counselor called me and we did a study program. Now I am trying to stick to this schedule.”

STUDENTS’ EXPECTATION FROM THE GUIDANCE AND PSYCHOLOGICAL COUNSELING SERVICE

The expectations of the primary school students from the guidance and psycholocigal counseling service are shown in Table 7.

Table 8: Primary School Students’ Expectations.

EXPECTATIONS	NUMBER	PERCENTAGE
Benefiting of The All Students From The Service and Most Frequent Counseling.	30	%30
Running More Seminar	28	%28
The absence of any expectation	13	%13
Accesibility everytime.	12	%12
Preparing More Panel	7	%7
Solving of students’ problems.	6	%6
Conducting more tests, surveys etc.	4	%4

All the students in this research were asked that what your expectations from the guidance ans psychological counseling service in your school are. 30% of these students answered this question as benefiting of the all students from the service ans most frequent counseling. The fourth grade student, K40, indicated that;

“I want to go to the counseling service everday and everyday I want to talk with the school counselor. Sometimes, she is not counseling with me during two or three weeks.”

The rests are to run more seminar, the absence of any expectation, accesibility everytime, preaparing more panel, solving of the students’ problems and to conduct more tests, surveys etc. Some quatations of the students are shown below.

“ She can come our class and explain more things. My class loves her and she also becomes our teacher.”(K35)

“It is enough for me. I don’t want anything.”(K58,K28)

“I expect to find the school counselor in her room whenever I go. But she is not in her room most of time. She has interview or she is in the class”(K62)

“The guidance and psychological counseling service solves all the problems of the students.”(K84)

“I like answering the tests and surveys. I want more.” (K70,K18)

RESULTS AND DISCUSSION

In the study, the duties of the school counselor in primary school were evaluated according to the views of primary school students. The majority of the students states that the school counselor’s duty is to give seminar. Besides, the other duties are to listen problems, solve problems and counsel with students , guidance and psychological counseling with families, preparing the study program, smooting the students and making them happy., removing the tensions between students., preparing the panel, conducting test, supporting the unsuccessful students, providing the adaptation of the first class students When it is evaluated the results , school counselors in primary school have individual counseling at most. It is accepted that individual counseling is the most important task for the guidance and psychological counselor.

The question of “who can benefit from the guidance and psychological counseling service” is evaluated throughtout the eyes of the students. Research findings shows that majority of the students thinks everybody’s being able to benefit from the service. %32 of the students states the only problematic students’ being able to benefit from service. The reason of this finding can be shown as inadequate number of school counselors for the student population and thus the school counselors’ spending mostly their time with the problematic students. 32% of the students show paralellism with the result of Can (2010)’s study. Can(2010) finds that teachers refer generally the problematic students to the guidance and psychological counseling service.

Distribution of the manner of application to the guidance and psychological counseling service is examined. As a result of findings, it is seen that most application to the guidance and psychological counseling service is from the parents, then students’ application and teachers’ application in ascending order.

This result shows paralellism with the study of Kaya, Macit ve Siyez (2012) . The reasons of a large number of parents application can be thought as the convencience of consultation with parents and the high concern of the parents about their children in the primary level. When it is examined the reasons of the teachers’ refer, it is the academic failiure, ,insufficient friendship, family problems, test anxiety and low self-esteem in descending order. The reasons of the parents’ refer are the family problems, academic failiure-unwillingness to study, insufficient friendship, nail biting etc. and low self-esteem in descending order. The study of Macit ve Siyez (2012) is also shown that first grade students are refered by their students to the guidance and psychological counseling service because of the adaptation and learning and behavior problems.

Finally, when it is examined the expectations of the students from the guidance and psychological counseling services, it is seen that the students want mostly to benefit of the all students from the service, most frequent counseling and to run seminar. The reason of these expectations can be the less number of the school counselor again.

REFERENCES

- Bakırcıoğlu, R. (2003). *Rehberlik ve Psikolojik Danışma*. Ankara: Anı Yayıncılık.
- Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and Counseling-A manual*. India.
- Can, E. (2010). *İlköğretim Okullarında Görevli Rehber Öğretmenlerin Karşılaştıkları Sorunların İncelenmesi*. 9.Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu. 20-22 Mayıs 2010, Elazığ
- Kaya, A. Macit, Z.B. & Siyez, D.M. (2012). An Analysis of Cases Admitted to an Elementary School Guidance and Counseling Service during a Period of Four Years. *Elementary Education Online*, 1087-1100.
- Kuzgun, Y. (2013). *Rehberlik ve Psikolojik Danışma*. Ankara.
- Özdemir, M. (2010). Nitel veri analizi: Sosyal bilimlerde yöntem bilim sorunsalı üzerine bir çalışma. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*.
- Özoğlu, S. Ç. (2007). *Eğitimde Rehberlik ve Psikolojik Danışmanlık*. Ankara.
- Yıldırım, A.& Şimşek, H.(2006). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.